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ABSTRACT

This guide is one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services, which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This guide provides procedures for teaching instructors about behavioral objectives and their function in the construction of career development units (CDUs). The behavioral objective specialist's role in relation to CDU instructors is also delineated. The appendix, comprising the major portion of this guide, specifically deals with behavioral objective development through brainstorming. (TA)

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WRITING BEHAVIORAL OBJECTIVES

A PROCEDURAL GUIDE FOR THE BEHAVIORAL OBJECTIVE SPECIALIST

CAREER PLANNING SUPPORT SYSTEM

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

Behavioral objectives are an important part of the CPSS process and your new guidance program. They are statements that specify explicitly what people are expected to be able to do after participating in a career development activity. The performance that they require is observable. Therefore, behavioral objectives and their rate of achievement can contribute to program accountability by making it possible to assess the effectiveness of your new program.

Later on in CPSS, behavioral objectives will be written for every goal selected for implementation in your new program. They will be written by career development unit instructors, but those instructors will rely heavily on your expertise concerning behavioral objectives. You probably will be responsible for teaching the instructors about behavioral objectives and may well find it practical to first make a presentation to the group of instructors as a whole. Later you may work individually with instructors. Brainstorming techniques are provided in the Appendix of this guide in the hope they may be helpful to you in your work with instructors.

Although work with behavioral objectives will not take place until CDU production, it is important that you begin now to become expert at writing them. Your procedures begin on the next page.

PROCEDURES

Step 1 Carefully work your way through the *Manual for Writing Behavioral Objectives* until you thoroughly understand behavioral objectives and the writing of them.

Step 2 Because you may later be called upon to teach CDU instructors about behavioral objectives, become familiar with the procedures for brainstorming the development of behavioral objectives as presented in the Appendix of this guide.

Step 3 Respond to any request for assistance from the CDU instructors. You may provide a copy of the *Manual for Writing Behavioral Objectives* to the instructors and/or run the brainstorming sessions.

Step 4 Assist in the Steering Committee review of CDUs once they are written. (You may find the material in Part II of the Appendix to be useful in reviewing the behavioral objective part of CDUs.)

> NOTE: You now have helped write behavioral objectives for the CDUs chosen for initial implementation in your new program. As the program expands, your help probably will be requested again by other CDU instructors.

Step 5 If the CDU evaluation results indicate needed changes in the behavioral objectives, be prepared to make recommendations about altering them or about adding objectives.

> NOTE: Your role as behavioral objective specialist will be ongoing in gaining expertise about behavioral objectives, in assisting CDU instructors, and in reviewing CDUs after they are written and after they are implemented and evaluated.

APPENDIX

PROCEDURES FOR BEHAVIORAL OBJECTIVE DEVELOPMENT THROUGH BRAINSTORMING

Part I

NOTE:	This process is appropriate for the initial session of all of those who will be involved in the writing of CDUs for any of the established goals.
Material:	A large chalkboard, large sheets of paper, and felt-tip markers will be needed.
Activity:	CDU instructors will learn a technique called brainstorming. Brainstorming should help them think of ideas for behavioral objectives derived from goals. After each brainstorming session, the CDU instructors will discuss ideas and then work individually to write a behavioral objective.
B.O. Specialist:	The B.O. Specialist will make sure that procedures are followed, will lead discussions, and will perform any other tasks that facilitate his/her and the CDU instructors' understanding of writing behavioral objectives.

Step 1 Read and understand the following information.

A. Brainstorming is a technique used to help people think of as many ideas as possible as quickly as possible. A group of people "brainstorm" a question or a problem by offering as many different ways to answer or solve it as they can think of during a short period of time. During a brainstorming session, each person should listen carefully to all ideas metnioned and give his/her ideas as soon as they come to mind. Remember, a "wild idea" may eventually be a major contribution.

B. The following are ground rules for brainstorming.

1. Set a time limit (for example, four minutes) and have one member call time when time is up.

2. Produce ideas at a rapid pace.

3. No discussion or evaluation of ideas is permitted until after the brainstorming session.

4. The emphasis is on quantity (lots of ideas), not quality (superior ideas).

5. It is OK if the same idea is expressed more than once.

6. When someone else has an idea, see if you can think of another idea that is related to it or expands it.

7. Write all ideas on a chalkboard.

Step 2 As a warm-up exercise, brainstorm "How many things can you do with a desk?" for, say, two minutes (longer, if you like). Example: A desk could be used . . . as a room divider . . . to eat on . . . for firewood . . . to dance on . . . as a wood sculpture.

Step 3 Prepare to use brainstorming to derive criterion and enabling behavioral objectives from the following goal statement: "Students will understand the nontechnical aspect of acquiring and keeping a job (e.g., job search techniques, interviewing skills, employer-employee relations)."

A. Write the goal statement on a large sheet of paper.

B. Write four headings on the paper below the goal statement: actors, behaviors, conditions, and degree of success. Allow space beneath each heading for more writing.

Step 4 List the actors for whom behavioral objectives could be constructed to achieve this goal.

NOTE: It should be remembered that the actors in criterion objectives will be students, but that the actors in enabling objectives can be faculty, staff, administrators, and/or parents, as well as students.

Step 5 Brainstorm behaviors for criterion objectives.

A. Use the goal written on the chalkboard as a springboard to brainstorm the behaviors or tasks that each student could perform to demonstrate achievement of this goal. The following questions may stimulate your thought:

1. What types of knowledge, skills, or attitudes should students have to achieve this goal? (For example, recall facts, show interest, accept responsibility, etc.) Try to specify behaviors at various levels of difficulty. Use the Appendix in the manual for ideas.

2. What tasks could the actor perform to show he has these knowledges, skills, and attitudes? (For example, recall the names of careers in different career clusters, rate a career cluster high on an interest inventory, etc.)

B. Record all suggestions mentioned during the brainstorming on the chalkboard under the behavior heading. The recorder should feel free to participate and contribute his/her own ideas.

C. Call time after six minutes.

Step 6 Discuss the behaviors you brainstormed in terms of their importance and their relationship to the goal. Select the behaviors that a majority of the instructors believe students should demonstrate to achieve the goal.

A. You may wish to combine similar or related behaviors into one behavioral portion.

B. Erase the behaviors that are voted down.

Step 7 Brainstorm conditions for criterion objectives.

A. Using the goal statement and the behaviors you have selected, brainstorm conditions that are needed to clarify each behavior. These questions may stimulate your thoughts about conditions.

1. What materials or information should the students be given to accomplish each behavior? (A list of local employers? Current information about the job market? etc.)

2. Where is a good setting to evaluate the students' behaviors? (On a field trip? During a free reading session? After a film on careers? etc.)

B. Record all suggestions under the conditions heading.

C. Call time after six minutes.

Step 8 Discuss the conditions you brainstormed. Match the behavior statements with one or more conditions when appropriate. Since the condition is an optional portion of a behavioral objective, it is not necessary for all behaviors to be matched with a condition.

A. Draw matching lines to the conditions.

B. Erase the conditions that do not match.

Step 9 Brainstorm degree of success for criterion objectives.

A. Using the goal statement, matched behaviors, and conditions, brainstorm degree of success to measure each behavior. Use the following questions to stimulate your thoughts about degree of success:

1. How can the degree of success for the students' attainment of the behavior be measured? (Set a time limit? Specify the minimum number of correct responses? Describe the behavior or task in detailed steps? Describe with adjectives how how well each actor must perform? etc.)

2. What phrases can be used to specify degree of success? (Without error? Correctly? Accurately? To the satisfaction of instructor and/or students? etc.)

B. Record all suggestions under the degree of success heading.

C. Call time after six minutes.

Step 10 Discuss the degree of success statements just brainstormed. Match degree of success portions with appropriate behavior and condition portions. One degree of success statement may match more than one behavior.

A. Draw lines between the behavior, condition (if included), and degree of success portions that go together as decided by a majority of the task force members.

B. Erase the degree of success statements that do not match any of the behaviors or conditions.

Step 11 Working individually, write criterion behavioral objectives.

A. Divide the sets of behaviors, conditions, and degrees of success equally among those present.

B. On scratch paper, construct a criterion behavioral objective using these three portions with students as the actors. The instructor may discover that he/she needs to add more detail. If so, refer to the *Manual for Writing Behavioral Objectives.*

1. State your objective as clearly as possible so that other people reading it will know exactly what you mean.

2. Reread the goal statement written across the top of the paper to make sure your objective is derived from the original goal.

C. Critically read over your criterion behavioral objective. Make any necessary corrections or additions.

Step 12 Brainstorm enabling objectives for each criterion objective you have written by repeating Steps 3 through 10. Keep in mind that those steps were written for the derivation of criterion objectives from goals and alter them where necessary to make them appropriate for deriving enabling objectives from criterion objectives. After completing Step 10, skip Steps 11 and 12 and go on to Step 13.

Step 13 Write enabling objectives.

A. Divide equally the criterion objectives you wrote among the CDU instructors.

B. On scratch paper, each one should work alone to construct enabling objectives using the three portions and adding the appropriate actor. Instructors may discover that they need to add more detail. If so, the *Manual for Writing Behavioral Objectives* can be used as a reference.

1. Each one should state the enabling objectives as clearly as possible so that other people reading it will know exactly what is meant.

2. The enabling objectives should be reread to assure consistency with the criterion objectives from which they were derived.

NOTE: It is not necessary to have enabling objectives for all criterion objectives.

C. Critically read the enabling objectives you have written. Make any necessary corrections or additions.

Step 14 Divide the criterion objectives with their associated enabling objectives into two sets. Make a copy of each set of criterion and enabling objectives. You will use these copies during the next meeting when Part II of these procedures should be used.

Part II

NOTE:	
Grouping:	The CDU instructors should divide into two teams.
Material:	Each team will need one of two sets of behavioral objectives that were copied in the last meeting.
Activity:	Teams will improve the behavioral objectives written during each brainstorming session; construct additional enabling and criterion objectives, if necessary; and order the objectives for each goal.
B.O. Specialist:	The behavioral objective specialist will make sure that procedures are followed, will lead discussions, and will perform any other tasks that would facilitate his/her and the task force members' understanding of the material.

Step 1 Divide into two teams. Each team should receive a copy of a set of the behavioral objectives that was made in the last meeting.

Step 2 Working in teams, clarify and improve the behavioral objectives written during the brainstorming sessions during which you have derived criterion and enabling objectives.

A. Critique each criterion and enabling behavioral objective for each goal in terms of the following guidelines.

1. Is the objective complete?

   a. Does it have appropriate actors?

   b. Does it describe a behavior that can be seen or heard?

   c. Does it specify conditions, if appropriate?

   d. Does it describe the degree of success each actor should achieve?

2. Does the objective fit the goal or criterion objective?

3. Is the meaning of the objective clear to you?

4. Does the objective reflect a knowledge, skill, or attitude that is important for students in this school or adults to acquire?

5. Is the objective practical? Can it be achieved?

B. Rewrite or eliminate objectives that do not meet the above guidelines. You may want to refer to the *Manual for Writing Behavioral Objectives* when rewriting the objectives.

Step 3 Study the goal and set of criterion and enabling objectives as a whole unit.

A. Ask: Is there a sufficient number of criterion behavioral objectives to define the goal? Are there superfluous or repetitive behavioral objectives?

B. If necessary, eliminate or write more enabling or criterion objectives for the goal, following guidelines in the *Manual for Writing Behavioral Objectives*.